



**South Carolina College- and Career-Ready
Standards and Indicators for
Grade 1**

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

- 1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

- 2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

- 3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.
3.2 Select the most important information, revise ideas, and record and communicate findings.

Standard 4: Synthesize integrated information to share learning and/or take action.

- 4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.
4.2 Determine appropriate tools to communicate findings.
4.3 Reflect on findings and take action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

- 5.1 Recognize the value of individual and collective thinking.
5.2 Monitor and assess learning to guide inquiry.
5.3 Articulate the thinking process.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Reading - Literary Text (RL)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

- 1.1 Recognize the distinguishing features of a sentence.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- 2.1 Distinguish long from short vowel sounds in spoken single-syllable words.
2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.
3.3 Read a two-syllable word by breaking the word into syllables.
3.4 Use final-e and common vowel team conventions to read words with long vowel sounds.
3.5 Read words with inflectional endings.
3.6 Recognize and read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 Read grade-level texts with purpose and understanding.
- 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
- 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
- 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Describe the relationship between the illustrations and the characters, setting, or events.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.
- 7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- 8.1 Read or listen closely to:
 - a. describe characters' actions and feelings;
 - b. compare and contrast characters' experiences to those of the reader;
 - c. describe setting;
 - d. identify the plot including problem and solution; and
 - e. describe cause and effect relationships.

Language, Craft, and Structure

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

- 9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.
- 9.2 Identify how an author's choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 10.1 Ask and answer questions about known and unknown words.
- 10.2 Identify new meanings for familiar words and apply them accurately.
- 10.3 Use inflectional endings and affixes to determine the meaning of unknown words.
- 10.4 Identify the individual words used to form a compound word.
- 10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.
- 10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, and purpose shape content, meaning, and style.

- 11.1 Identify the author's purpose—to explain, entertain, inform, or convince.
- 11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

- 12.1 Classify literary texts according to characteristics of a genre.
- 12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.

Range and Complexity

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 13.1 Engage in whole and small group reading with purpose and understanding.
- 13.2 Read independently for sustained periods of time to build stamina.
- 13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Reading - Informational Text (RI)

Principles of Reading

Standard 1: Demonstrate understanding of the organization and basic features of print.

- 1.1 Recognize the distinguishing features of a sentence.

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- 2.1 Distinguish long from short vowel sounds in spoken single-syllable words.
- 2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.
- 2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.
- 2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.
- 3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.
- 3.3 Read a two-syllable word by breaking the word into syllables.
- 3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.
- 3.5 Read words with inflectional endings.
- 3.6 Recognize and read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 Read grade-level texts with purpose and understanding.

- 4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.
- 4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.

Meaning and Context

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.

- 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
- 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

- 6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.

Language, Craft, and Structure

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

- 8.1 Identify words, phrases, illustrations, and photographs used to provide information.
- 8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.

Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 9.1 Ask and answer questions about known and unknown words in a text.
- 9.2 Identify new meanings for familiar words and apply them accurately.
- 9.3 Use inflectional endings and affixes to determine the meaning of unknown words.

- 9.4 Use print and multimedia resources to explore word relationships and meanings.
- 9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.

Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.

- 10.1 Identify the author’s purpose – to explain, entertain, inform, or convince.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

- 11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.
- 11.2 Identify the reasons an author gives to support a position.

Range and Complexity

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.

- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for sustained periods of time.
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing (W)

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.
- 1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.
- 2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.
- 3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Language

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 4.1 Use common, proper, and possessive nouns.
- 4.1 Use singular and plural nouns with matching verbs in basic sentences.
- 4.2 Use personal, possessive, and indefinite pronouns.
- 4.4 Use verbs to convey a sense of past, present, and future.
- 4.5 Use adjectives and adverbs.
- 4.6 Use prepositional phrases.
- 4.7 Use conjunctions.
- 4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 5.1 Capitalize the first word of a sentence, dates, names, and the pronoun *I*.

5.2 Use:

- a. periods, question marks, and exclamation marks at the end of sentences; and
- b. commas in dates and to separate items in a series.

5.3 Use conventional spelling for words with common spelling patterns.

5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.

5.5 Consult print and multimedia resources to check and correct spellings.

Range and Complexity

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.

6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.

6.3 Write left to right leaving space between words.

6.4 Locate letter keys on an electronic device to type simple messages.

Communication (C)

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.

1.2 Practice the skills of taking turns, listening to others, and speaking clearly.

1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.

1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.

1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.

2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.

3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.

Language, Craft, and Structure

Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.

4.1 Identify speaker's purpose and details that keep the listener engaged.

4.2 Identify the introduction, body, and conclusion of a presentation.

4.3 Identify when the speaker uses intonation and word stress and includes media.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.

5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.

Notes:

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, and the page is completely blank except for the lines themselves.This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice. There are no margins, text, or other markings on the page.